

VAUGHN NEXT CENTURY LEARNING CENTER
CDS CODE 19-64733-6019715

CHARTER SCHOOL IMPLEMENTATION GRANT PROPOSAL
THE CHARTER VILLAGE ABSTRACT

Vaughn Next Century Learning Center, located in Pacoima, is a large urban public school within the Los Angeles Unified School District. Pacoima is a designated “Empowerment Zone”. We serve 1140 Pre-K to 5th grade Latino and African-American students of whom 81.9% are limited-English-proficient and 99.4% are eligible for free lunch. Out-of-school barriers hinder students’ learning. Single-digit test scores had been a pattern. Tired of being helpless and hopeless for over forty years, we converted to a public charter school in 1993. As “The Little School That Could”, we pushed public school reform to its limits. Student achievement increased to 44thile, and attendance is over 95%. We were awarded the 1995 California Distinguished Schools Award, and the 1996 National Blue Ribbon Schools Award.

The purpose of this Project is to construct and operate a Charter Village, a community hub which will significantly expand learning opportunities for children, youths, and families in our community in an integrated and comprehensive way. Our community is a 12 square mile area encompassing a Cluster of schools : 14 elementary, 3 middle, 1 high school, and 1 continuation high school. The Cluster serves 23,500 students on overcrowded campuses. The Charter Village will include a Community Library, a Mini-Museum, a Teacher Training Academy, a Business Co-Op and a Child Care Unit. The Project will add a significantly new educational program to over 5000 students in neighboring schools. Percentage of students meeting grade-level standards in reading and language will increased to 75%. This Project will also promote interschool collaboration, shared responsibilities, systemic changes and a healthier and wealthier community.

The Charter Village will convene families, members of the schools, churches, local businesses, universities, and organizations to jointly complete five tasks identified as priorities by the community. The Project focuses on collective actions and improvements while strengthening horizontal ties among groups with students at the center. The five identified tasks are:

1. Literacy development that focuses on the acquisition of reading skills, utilization of reading as a learning tool, pleasure reading, access to a large variety of books and online information.
2. Cultural and talent development that focuses on the celebration of cultural diversity, promotion of inclusiveness, and opportunities to nurture various intelligences.
3. Physical, social, and emotional development that focuses on sound physical and mental health, family development, school-linked services, and support for at-risk and handicapped students.
4. Human Capital development that focuses on professional growth, parent education, job training and the unleashing of all human resources in a drug-free, safe and supportive setting.
5. Economic development that focuses on self-sufficiency, business opportunities, transitional work experiences, child care, and community wealth.

A Charter Village Panel with its five Decision-Making Task Forces will operate the village with technical assistance from foundations and intermediaries. In addition to providing library service access to 5000 unserved students and community members, 400 students and 200 families will participate in an array of expanded learning activities. Progress towards meeting our objectives will be measured by periodic self-evaluation, independent evaluation, and studies by foundations and research groups. To ensure staying power, Project funds will be used for startup only.

In the long run, the Charter Village Project will serve as a forum for infusing the Charter School culture to other schools, the larger community, and the sponsoring district. The Project will train future developers of Charter Schools and will help to scale up the Charter School Movement. Like the Little Engine That Could, Vaughn intends to pull the long train over the mountain!

THE CHARTER VILLAGE

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EDUCATIONAL VISION

BASELINE INFORMATION

As visitors enter Vaughn Next Century Learning Center, they will be entering a learning village filled with colorful murals depicting student activities. Intermingled with these murals are our multicultural learning tree, a rose garden and seventeen values we hold dear. These values include love, peace, honesty, friendship, trust and courage. In a distance, visitors can see our new schoolhouse proudly displaying a sign that reads : **Vaughn, The Little School That Could.**

Vaughn Next Century Learning Center, located in Pacoima, is a public charter school in the Los Angeles Unified School District. Pacoima is a designated “Empowerment Zone” due to its extreme poverty and high crime status. We serve 1140 Pre-K to 5th grade students (94.9 % Hispanic, 5% African-American, 0.1% Asian; 81.9% limited-English-proficient students, 99.4% free/reduced lunch). Special programs include Title 1, Bilingual, School Improvement, Gifted/Talented, Special Education. Many of our families are first generation immigrants with many children living in rental space and garages. Out-of-school barriers (e.g. poor health, unemployment, drug and alcohol abuse, etc.) hinder students’ learning. In 1990, Vaughn was cited as one of the worst schools in the District. Single-digit test scores had been a pattern and poor attendance triggered audits.

1993 was a good year. Like “The Little Engine That Could”, we pulled together. After receiving three major grants (SB1274 School Restructuring, SB620 Healthy Start, and Nabisco Next Century Schools), we became the first independent charter school in the District and a nationally-known charter school which pushes public school reform to its limits. We were awarded the 1995 California Distinguished Schools Award and the 1996 National Blue Ribbon Schools Award.

Our student achievement score based on the 1996 composite of Stanford 9 and Aprenda is 44%ile compared to District composite of 33%ile. Our student attendance is at 99.4%. Number of limited-English proficient students transitioning into English has tripled. Class size is reduced to 20 in all grades. Parent volunteer hours are up to 9000 this year. We turned a crack house into a school house by building 14 new classrooms and offered construction jobs to families and high school students in the apprenticeship program. We extended our school year from 163 to 200 school days. There is a computer for every 4 students; all computers are connected to the Internet. Our Family Center, a one-stop shop for human services, collaborates with other agencies to form a safety net for children and families. Mrs. Hillary Clinton, who visited our

school in 1996 confirms that Vaughn is a living example of why “It takes a Village to educate a child”!

MISSION

Vaughn Next Century Learning Center is a public charter school whose mission is:

- * To prepare students to meet the challenges of the 21st Century.
- * To educate students in a safe environment where they can master basic academics, think critically, and achieve emotional and physical wellness.
- * To serve as a beacon of hope, confidence and service to the citizens of the local, national and global community.

VISION AND OVERALL PROGRAM GOALS We envision that :

Our students, upon graduation, will possess proficient literacy skills, English fluency and technological competence. They will demonstrate knowledge and application of the arts, cultures, literature, history and social science, health, mathematics, communication, science, problem solving, career and work ethics. They will value friendship, responsibility, cultural diversity, quality of life and respect for the democratic processes. They will embrace their own self-worth and use their community to acquire knowledge. Our students will pursue higher education and continue to acquire skills; thus empowering them to become life long learners. All teachers are continual learners, collaborators, and innovators who implement quality instruction and classroom management to achieve well-defined outcomes. They seek to maintain the highest professional and ethical standards and effective instructional techniques. They recognize and value the importance of each student’s uniqueness and strengths. They are visionaries who are sensitive to the cultures, values and other needs of their students.

Our school is a community learning center which focuses on the active participation of families and community as a resource that supports student achievement. We foster student and family education and well being and we recognize that strong community and family life is positively linked to educational excellence.

VAUGHN’S CHARTER SCHOOL MODEL

In 1993, we reviewed the work of David T. Conley in Roadmap to Restructuring : Chartering the Course of Change in American Education. We adopted and expanded the variables.

1. Centering variable - student outcomes based on curriculum and instructional standards.
2. Enabling variables - authentic assessment, professional development, programs for at-risk students, guaranteed preschool education.
3. Supporting variables - technology, school-linked services, site-based governance, facilities
4. Extending variables - inter-school collaboration, shared responsibilities, community health and wealth, and systemic changes.

CONTINUOUS IMPROVEMENT

We have a powerful guiding vision and a comprehensive model with innovative educational and organizational approaches to enable our students to achieve high levels of performance. We have influenced two other neighborhood elementary schools to convert to independent Charter Schools. Yet we have not been able to sustain inter-school collaboration, ensure systemic

changes, and promote a healthier and wealthier community (the extending variables). Vaughn belongs to a Cluster of schools named the San Fernando Cluster (SF Cluster) with 14 elementary schools, 3 middle schools, 1 high school, and 1 continuation high school. The 19 schools serve approximately 23,500 students, 13,865 LEP students, 19,667 Chapter 1 students, 25.4% AFDC, 90.6% free lunch. Demographic includes 93% Hispanics, 4% African-Americans, 1.7% white, 0.6% Asians, 0.4% American-Indians. Much of this area is located in the Empowerment Zone. As many as 15 schools are on multi track calendar and the only high school serves 4,800 students. Of all the clusters of schools in the northeastern part of the Los Angeles Unified Schools District, our Cluster has the lowest student achievement measured by the Stanford 9 (1996-97).

Grade	1	2	3	4	5	6	7	8	9	10
SF Cluster	21%	13%	14%	12%	16%	16%	15%	16%	15%	14%

The following is the Cluster profile based on the 1990 Census and the 1997 Claritas Estimates.

Last year, focus groups of parents, students, school staff and community members convened by the Healthy Kids Collaborative have identified the following Cluster wide needs:

1. Inadequate library services in the neighborhood.
2. Overcrowded schools mean no rooms for recreation, tutoring, enrichment, and parent classes.
3. As many as 75% of the children are uninsured.
4. Teachers and students report difficulties in transition to middle school.
5. Many students exhibit aggressive behaviors; they lack motivation and are not goal directed.
6. Students are transient, moving among many schools in the neighborhood depending on housing.
7. There are few after school programs, no theaters, museums, malls, bowling alleys, etc.
8. Due to class size reduction, 40% of the elementary teachers are on emergency waivers.
9. Parents want to earn GED, job training and jobs.

These have been the community's perpetual needs. In fact, in 1995, 30 Cluster stakeholders jointly wrote a Goals 2000 proposal. This Design Team envisioned the 19 schools form a partnership to create a coherent Learning Village that enables everyone to be a confident learner and contribute to the learning of others. Through a nurturing environment, every Villager is accountable for student outcomes. The proposal was never submitted as our District produced a "boiler plate" for individual schools. In the meantime, each school has been bombarded with more stresses: overcrowding, teacher shortage, bilingual education controversies, lack of accountability measures, inequity in the access to technology, violation of the provisions of IDEA, and potential District breakup. Those with more organizational capacity moved ahead and pulled away.

OVERARCHING GOAL OF THIS PROPOSAL AND SECOND ORDER CHANGE

Vaughn has pulled away. As a Charter School for five years, we have met with many challenges and successes. At this time, we feel we have the capacity to reignite the Cluster wide enthusiasm. We plan to create a Charter Village with Vaughn as the hub. The Charter Village will provide expanded learning opportunities and services to Vaughn students as well as other students and adults of the Cluster, induct other schools into the charter school culture, develop and sustain inter-school partnership, bring about a healthier and a more economically viable community that will take the Charter School movement to scale. Five years ago, we splashed into unchartered waters and found a **New World of Education**. Five years later, we are back to share with others the treasures found and lessons learned. Most importantly, we are coming back to offer safe and guided passages to the brave, Charter world to all others who wish to go!

ORGANIZATIONAL STRUCTURE

EDUCATIONAL CAPACITY

We have the educational capacity to implement this bold project. In addition to accomplishments discussed in the section of “Baseline Information”, the following programs are firmly established.

Standard-based Instruction We have adopted LAUSD’ standards for various subjects matters and have developed grade-level benchmarks for the core areas. We are reviewing the State-adopted standards for language arts and mathematics and will revise the benchmarks based on the alignment of the State and District standards. Teachers are to follow these benchmarks for lesson planning and chart individual student’s progress based on these benchmarks.

Assessment Program We utilize a matrix of multiple indicators for student outcomes: STAR, the McGraw Hills yearly pre- and post assessment program and periodic report card grades earned based on the students’ completion of grade level standards and benchmarks.

		REPORT	S.T.A.R. (English)		
		CARD	1-36%	37-49%	50%+
Terra Nova (Eng. & Spanish)	50%+	A		X	X
		B		X	X
		C		X	X
		D			X
		F			
	37-49%	A		X	X
		B			X
	1 - 36%	A			X

X = meet grade-level standards

In addition, we utilized District procedures to identify LEP, GATE, and special education students. To supplement standardized formal testing, each student has a notebook that contains writing samples and teacher comments. These notebooks are passed on to the next teacher. Each grade level meets monthly to share and examine student work using the “protocol process”.

Professional Development and Staff expertise Vaughn’s professional development is tailored to support teachers as learners. All teachers are provided with prep time, release days, small group collaborative think time, paid conference fees, training on 4 pupil-free days, monthly seminars, educational trips, and on-site tuition-free university classes. Teachers are supported by 2 Directors of Instruction, 4 specialists, Special Education and Counseling Teams, paraprofessionals, room mothers, parent educators and a fully-equipped resource room. All of

our teachers have received training in early literacy and sheltered English. More than 60% of our teachers have completed computer-proficiency training and 80% have received specialized training in working with handicapped students in an inclusive setting. A dozen of our teachers have the expertise in specific content areas to serve as peer coaches. Beginning teachers receive assistance from their peer coaches, Grade-level Chairs and one-on-one mentors. They are offered substitute release days to observe their mentors and co-teach with them. New teachers also receive assistance from the University's Hot line, frequent clinical supervision from Coordinators and Administrators. We also assign experienced assistants to new teachers. Our teachers are ready and willing to share their expertise and experiences with teachers of the Cluster.

Existing Programs that Support Our New Idea Our educational program aligns with our vision and our model design. All students are to be literate by Grade 3 and all LEP students will transition into mainstream English also by Grade 3. No less than 65% of our students will meet grade-level standards. A balanced, comprehensive approach to literacy includes phonemic awareness, spelling, vocabulary development, literature, oral and written language and comprehension development, higher-order thinking, and the use of appropriate instructional materials. To ensure timely English transition, our teachers use contextual clues, simplify the input, design appropriate lessons, check frequently for understanding and plan student centered activities. In mathematics, all students must consistently be engaged in experiences that require them to think, to organize, and to apply mathematical learning in accordance with established grade-level standards. In science, students learn important scientific ideas through inquiry and real world investigations. Our social studies program provides students with broad based exposure to the humanities, historical and geographical knowledge. Four components of instruction are implemented in the arts curriculum : aesthetic, perception, creative expression, arts heritage and aesthetic valuing. Our physical education program provides a variety of continuous activities combined with games and manipulative movement and emphasizes group-member skills. Our library science program focuses on research and practical application of research skills including analysis, evaluation, synthesis. In addition, study skills, literature appreciation, comprehension, and using electronic research are reinforced. All students have most current and frequent access of technologies that increase their learning power of various curricular areas in an integrated manner.

For students needing extra help, we provide after school tutoring, pull-in assistance, computer-assisted instruction. Further student support is provided by a seven-member counseling team, a ten-member special education team, a science teacher, a media/library teacher, a physical education coach, a computer technician, and two Artists-in-Residence. Extracurricular activities for students include after school sports, clubs and recreational activities. To reduce out-of-school barriers, we provide immunization, physical checkup, dental and vision screening, prenatal care, food and clothing, family counseling, training on how to access services, and child care. At least 50 parents are on-site daily helping teachers and working through career ladder opportunities. We maintain strong ties to service providers, churches, businesses and foundations.

As a conversion Charter School that enrolls all students moving into our pre-charter school boundary, we must be prepared to help them catch up and impact schools in our Cluster to improve by serving as a model, forging the teamwork, and providing opportunities for stakeholders of other schools to live in a Charter Village of possibilities.

THE CHARTER VILLAGE CONCEPT

Learning From Research and Past Experiences The concept of “Community Schools” refers to schools that become resource centers for the geographic community that the school serves. The most prominent model is the “Service-Provision” Model which does not always achieve the level of community support as most of the activities and programs seem to be “outer directed”. (Keith, N. Z. ,1996. Can Urban School Reform and Community Development be Joined. Education and Urban Society, Vol. 28). We have seen failures of many Healthy Start sites when grant funds ran out. We must design and develop a model that is more inner-directed and emphasizes grassroots involvement for community priorities and self-sufficiency. (Dryfoos, J. G. ,1994. Full-service schools, San Francisco : Jossey-Bass). The need for organization capacity and self-sufficiency is consistent with the Charter School culture.

The Charter Village Model At the center of the model are the children and youths. We feel that the best community center efforts are those that accomplish identified, joint priorities while at the same time strengthening horizontal ties among groups. This concept spotlights collective actions and improvements. The five identified tasks are:

1. Literacy development focuses on the acquisition of reading skills, utilization of reading as a learning tool, pleasure reading, the access to a large variety of books and online information.
2. Cultural and talent development focuses on the celebration of cultural diversity, promotion of inclusiveness, and opportunities to nurture various intelligences.
3. Physical, social, and emotional development focuses on sound physical and mental health, family development and support, and school-linked services.
4. Human Capital development focuses on professional growth, parent education, job training and
the unleashing of all human resources in a supportive setting.
5. Economic development focuses on self-sufficiency, business opportunities, transitional work, and community wealth.

BUSINESS AND ORGANIZATIONAL MANAGEMENT CAPACITY

HUMAN RESOURCE

Vaughn is a high-involvement and a performance-based organization with 154 staff and 600 families. Teamwork of all adults are clearly delineated in our organization structure, job descriptions, Code of Professionalism and Accountability, staff evaluation process, and our home-school contract. Our governance body includes three decision-making committees :

Instruction, Business, and Partnership, each with defined goals and assignments. For this Project, our Partnership Committee will convene 60 community members, many of them have already committed to this project as we made plans last year. These members represent the six branches that support the students - schools, families, universities, business, agencies/organizations, churches. These members, based on their priorities and expertise will participate in one of the following task forces. Two Vaughn staff working on existing programs will be assigned to each.

1. Literacy Development Task Force (Vaughn's Librarian and the Director of Instruction)
 2. Cultural and Talent Development Task Force (Vaughn's Dean of Students and the PE Coach)
 3. Physical, social, emotional Development Task Force (Vaughn's School Nurse and Counselor)
 4. Human Capital Development Task Force (Vaughn's Family Center Coord., CSUN Professor)
 5. Economic Development Task Force (Vaughn's Business Manager and the Family Advocate)
- Each Task Force is to implement the planned activities. It will elect a Chairperson to participate in a Village Panel which serves as the oversight body. Data collection devices (surveys, logs, interviews questionnaires) will be designed early on. Vaughn will fund a Coordinator for this Project. Our Principal will serve as Project Administrator who keeps everyone on target.

FACILITY PLAN

Vaughn is centrally located within the Village and occupies most acreage among all Cluster elementary schools. The Charter Village will be located next to Vaughn's large playground, adjacent to the new building we have completed in 1995. The structure is approximately 26,500 square ft. (two-stories) with a Community Library, an upstairs Mini-Museum featuring American history, science discovery, multimedia production, and drug-alcohol resistance, a Health Center, a Professional Development Institute, and a Business Co-Op with a small child care unit. As of January, 1998, the following preparations are done.

- Purchased land, closed escrow, completed demolition.
- Completed environmental impact study.
- Completed architectural designs with strict adherence to State requirements.
- Obtained California State Building permit from the State Office of Architect.
- Contracted minority-owned contractors and builders located in the Empowerment Zone.
- Began construction on Valentine's Day, 1998; to be completed October, 1998.

FISCAL STANDARDS AND ACCOUNTING

We have established sound fiscal standards to assure financial stability. These standards include:

1. Establish consistent, internal control by using effective budgetary and accounting procedures.
2. Complete interim budget projections to make sure that the school is financially sound.
3. Maintain adequate reserve of \$500,000 in the Los Angeles County Treasury.
4. Review all contracts carefully prior to entering into agreement with vendors and providers.
5. Maintain comprehensive liability insurance coverage, \$15,000,000 per occurrence.
6. Prepay necessary contracts, liability insurance premium, employee health benefit insurance.
7. Maintain cash flow of no less than \$1,000,000 cash in the County Treasury at all times.

We currently have raised and saved \$4,000,000 cash in the bank to back up this Project. For every dollar spent, we consider the students first. A yearly budget will be prepared and tentatively adopted each May for the following school year. The Business Committee utilizes bidding process when needed, tracks its expenditures using computerized programs, reallocates funds, and makes adjustments. We follow systematic accounting practices with all revenues and

expenditures accounted for at all times. All errors will be reconciled with a week. Expenditures will be tracked under various categories using simplified J-200 report format. Final accounting reports are audited by an independent CPA. We continue to make investments through the LA County Treasury and the ownership of real properties. Interests and leasing fees will sustain this Project.

DISSEMINATION AND OUTREACH

Vaughn has a Community Relations Subcommittee and a web site : www.vaughn.k12.ca.us\ Dissemination and outreach efforts will include:

1. Make project announcements to all community-based groups and schools.
2. Communicate with other schools, set up student referral or enrollment procedures.
3. Recruit volunteers and personnel; publicize the Charter Village concept and activities.
4. Dispatch parent reps, room mothers, neighborhood watch block captains to inform and recruit.
5. Assign a parent volunteer in the Office as contact persons for information dissemination.

COLLABORATION AND NETWORKING STRATEGIES

FAMILY INVOLVEMENT

Our campus is open to families and the community. Our staff meet with families at local gathering places such as Mc Donald's. Meaningful family involvement activities include interest-alike support groups, Saturday family events. We promote parent leadership by providing facilitation training, opportunities to practice their skills at conferences. All staff receive extensive training in working with students and families with handicapping conditions and students and families who are Limited-English-Proficient. Our on-site Family Center is a one-stop shop that provides families with basic needs, drop-in counseling, prenatal care, family literacy, adult education classes, job referrals and services provided in collaboration with agencies. Our Family Advocate Team consists of three community members help families especially those with handicapped children access community resources. As many as 30 Parent Educators participate in a Career Ladder and Advance English-Proficiency Program. Parents may participate from supervising students in the playground to preparing and serving foods in the cafeteria, assisting with clerical tasks, helping handicapped students as one-on-one aide, and tutoring small groups of students.

EXTERNAL MEANS OF TECHNICAL SUPPORT

Foundations who were involved with our growing pains during the past five years have committed to provide technical assistance. They wish to write the next chapter of our saga. The Consortia of Foundations is interested in helping us with the development of School-Family-Community partnership. The Los Angeles Education Partnership is interested in Child care, school-linked services and family development. The LA Urban Funders is interested in human capital and economic development. Public/Private Ventures in Philadelphia in which our Principal is a Board Member has done major work in youth development, mentoring, and faith-based initiatives.

COLLECTIVE KNOWLEDGE AND EXPERIENCE OF PARTNERSHIPS

Small businesses in our community support student learning by sponsoring anti-drug essay contests. Our vendors in the community organize employee and student mentoring. The Riordan Foundation and IBM provide four computers for every classroom we built. Service

providers stay connected with our multi-stressed families needing support (e.g. medical, dental, food). Our legislators and media personnel visit us frequently and advocate for us. California State University, Northridge (CSUN) has a lecture hall named after us. We tell our students that there is a lecture hall waiting for them at the university and it's up to them to make it there. Each semester, we train many student teachers from CSUN. UCLA sends many administrative interns to Vaughn. The media often write about us. There is no doubt that there is adequate collective knowledge and experience among the partners to make this project a reality.

DESCRIPTION OF GRANT PROJECT

GRANT PROJECT OBJECTIVES (At the end of two years)

Literacy Development

1. 75% of Vaughn students will meet grade-level standards in reading and language as measured by our multiple assessment matrix described on page 5.
2. 50% of the students transferred to Vaughn from other Cluster schools will be able to meet grade-level standards in reading within two years as measured by our assessment matrix.
3. Each year, 150 unserved at-risk students referred by other schools will participate in our afterschool literacy program and their reading achievement will increase by 5%ile points as measured by STAR.
4. As many as 4000 children and youths, and 1000 adults will have access to our library as measured by number of library cards issued, books checked out and participation rate.
5. Each year, 200 adults recruited from all the schools will participate in our literacy program with emphasis in English learning and literacy support for students at home.

Cultural and Talent Development

1. Each year, 150 at-risk students, 50 from Vaughn, 50 from other elementary schools, and 50 middle school students will participate in our afterschool recreational and sports activities as measured by attendance logs, enrollment data, and student performance.
2. All 19 schools will be included in the Center's Mini-Museum Program (science, technology, American history) as measured by the number of classrooms that take walking trips to the Mini-Museum and number of students participating in the guided or unguided tours.

Physical, Social, and Emotional Development

1. Each year, 200 students from various schools will have access to the Health Center for medical or dental services as measured by health and dental care logs.
2. Each year, regularly scheduled case management and school-linked services training will be provided to the Cluster's Healthy Start Teams as measured by attendance logs and evaluation.

Human Capital Development

1. Each year, 100 beginning teachers from all schools will receive training in working with at-risk students as measured by the Village's Professional Development Center enrollment records and credits/college units earned.
2. Each year, 30 professionals from various fields (social work, nursing, counseling, etc.) will receive cross-disciplinary training as measured by attendance logs, and training evaluation.
3. Each year, 100 mentors and/or reading tutors from various schools will receive training on literacy development as measured by participation records and evaluation.

Economic Development

1. Each year, 50 parents and community members will be involved in the operation of the Center's

- Business Co-Op and job development as measured by business plan, and audit reports.
2. Quality child care will be provided to 50 children, ages 2-12 during any part of the day, including evenings as measured by participation enrollment and program evaluation.

Scaling Up and Charter School Development

1. At least 3 new or conversion Charter Schools will be established in the community.
2. The Village Panel will plan for starting up a new secondary Charter School in the community.

LITERACY DEVELOPMENT

Community Library - Our new Library will house 20,000 books including a variety of reference materials. It will be organized in themes based on the learning needs of our community; for instance, books for second language learners, cultures of different lands, health and nutrition, university professional library. Each theme will be sponsored by a partner : American Express, Marriott Food Services, McGraw Hills, LAUSD. Our Library will open Monday through Friday, 6:30 AM - 8:00 PM, Saturday, 8:00 AM - 4:00 PM. Family library cards will be issued, especially to those who live far away from the existing public libraries and those who have no access to books. There will be a Readers' Theater to the right, computer stations in the back, and a Family Room in the front. Our Library sponsors monthly community-wide reading activities including Read-a-Thon, America Reads Day, Book Fair and Trading, Family Read-Ins, Authors' Circle.

Mother Reads -This program currently sponsored by El Nido,a service provider, who trains moms to read to their children, will be expanded to include other schools. Each year, the goal is

to recruit and train 80 moms (20 in each 10-week block). We will lend paired reading books for home use.

Literacy for At-Risk Students Each year, 150 students will receive tutoring 5 hours weekly.

Early Prevention & Intervention - We are the training site for many student teachers, interns, and universities students who need field experiences. These future teachers will be assigned to work with 20 Grade 1 students two times weekly.

Senior Mentors - Two days a week, the Charter Village will host special events for the seniors, e.g. Bingo, Tai Chi. Seniors will be asked to read with a child in Grades 2, 3 (total 20) before or after their regularly-scheduled fun events.

America Reads - In collaboration with the America's Reading Corps Program, we will recruit and train at least 5 tutors who will read with 20 students in Grades 4 and 5.

Business Exchange - Through its Economic Development component, we will provide "beyond entry level" job training to community members who are sent by their companies.

They are to return services back by tutoring 25 middle school students twice weekly.

Tutoring and Homework Assistance - To complement the above activities, a team of 5 trained paraprofessionals will be repositioned from their current assignments as classroom

teacher assistants to after school reading tutors. Due to the class size reduction program, it

is not necessary for upper grade teachers to have daily assistants who are funded by Title 1.

Adult Literacy and English Acceleration - We will expand the current program sponsored by the District from three to six classes by adding advanced ESL and English writing. A teacher team will work closely with the Adult Education teachers to implement an effective sheltered English program that parallels our program for LEP students so parents can provide home support.

Tutor Training Depot - Training of tutors from Vaughn and other schools will be held every other month by our teacher team. Techniques on how to be an effective reading tutor will be shared.

Timeline

CULTURAL AND TALENT DEVELOPMENT

Mini-Museums - Many of our families have never been to a museum. Our Mini-Museums will be house on the second floor of our Library. Hours are Monday - Friday, 7:15 AM - 4:30 PM. We hope to extend to Saturdays beginning year 2. Students and families will be invited to visit and do hands-on exploration. Classes from neighboring schools can take walking trips to Vaughn.

Mini-Museum of American History - Large glass cases and tables will display artifacts.

Every two months, we will spotlight a period of our history. A retired teacher who is a historian has committed to sponsor the program and acts as its curator four hours daily.

Mini-Museum of Science and Discovery - Our full-time Science Specialist will expand his current science lab to include exhibits and hands-on experiment opportunities. With the recent opening of the Center for Science in Los Angeles, our Mini-Museum can provide pre and post Center of Science trip activities so the students can maximize their learning.

Mini-Museum of Multimedia Production - Our current Technology Center will be expanded to include equipment for multimedia productions. It is staffed by a half-time Tech Fellow and a full-time Technology Assistant. In collaboration with the Milken Family Foundation, we will participate in the Oracle's Promise that makes technology accessible to more students in our Cluster. This will bring the total of online computers to 350 with a powerful central server and a T1 Frame Relay line linked with 16 modem ports for other schools to dial in. The unit will be available before and after school and Saturdays.

Sports Illustrated - Afterschool sports and recreation will be available till 6:10 PM, Monday - Friday. Organized sports include football, soccer, track, basketball, softball, and handball. Currently we are serving many middle school students living in the neighborhood. The program will be coordinated by our full-time coach, assisted by two part-time sports assistants. Participating students (150 elementary and middle school) will be assigned to teams based on interests for 10-week blocks. We will collaborate with Boys and Girls Club to sponsor team competitions on Saturdays. Other schools are invited to join annual junior sports conference. Business sponsors will be asked to host the events and provide recognitions to the teams.

Timeline

PHYSICAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

Village Health Center - In collaboration with local health clinics, we will establish a Village Health Center which offers immunization, CHDP, dental and vision screening, basic prescription, treatment of head lice, and health education to students at Vaughn and 200 students referred by other schools. It opens Monday-Friday, 7:30 AM to 5:00 PM, Saturday, 8:00 AM-2:00 PM. It will be staffed by a full-time nurse practitioner, a full time nurse aide, visiting dentists and medical professionals outsourced by agencies. Funding sources include Title 1, and Medi-cal billing.

Counseling, Case Management and School-Linked Services - Our Case Management Team includes a counselor, an Outreach Worker, a Healthy Start liaison, and a Family Advocate who makes house calls. Two trained paraprofessionals guide young children in play sessions. Funding sources include general funds, and saving from the reduction of special education encroachment. As a model site, we will provide training to other school teams.

Nutrition Stations - Marriott Food Corporation, our vendor, provides periodic training for parents and makes presentations to students on healthy foods and eating habits. Marriott is also responsible for helping us with menu planning and food presentation. We will provide late snacks for students in our after school program, funded from savings from the Child Nutrition Program.

Timeline

HUMAN CAPITAL DEVELOPMENT

On-Site Teacher Training Institute - This Institute is part of the Charter Village. California State University, Northridge, Department of Special Education, will provide on-site training to 100 beginning teachers in the Cluster focusing on working with at-risk students. New teachers, interns and volunteers can observe master teachers at Vaughn, confer with mentors and professors, participate in seminars, critique and prepare lessons, assess and tutor students, meet with parents.

Parent Career Ladder and Apprenticeship - Currently we have 30 parents participating in this program. Parents receive small stipends funded out of Title 1. Within three years, parents can move up the ladder, from supervising play activities to food preparation, from clerical work to providing one-to-one supervision of handicapped students, from typing parent bulletins to completing spreadsheets and instructing after school clubs. Some of our parents have acquired full time employment. Our parents will train parents of other schools to set up similar program.

Family Exchange Service Bank - Each family at Vaughn that has accessed services (food, clothing, tutoring, computer class, immunization) must contribute back services: child care for other parents, painting, preparing classroom materials, sewing school uniforms. This program will be expanded to other families who access services of the Charter Village so resources will be replenished.

Timeline

ECONOMIC DEVELOPMENT

On-Site Business Co-Op and Transitional Work - The Co-Op will include a book store, an educational supplies and Xerox, a school uniform outlet, a computer resale store. Parents will be paired with a vendor who does business with Vaughn. Parents on welfare will have first priority to jobs created. The Co-Op aims to capture the business of white-collar professionals who work in the Village as well as Village residents. For instance, teachers in the Cluster (1200 teachers) need to buy educational materials and books. College students need to make Xerox. Students need uniforms. Profits from business ventures will provide long-stream funding for this Project.

Child Care Unit - In addition to families living in the Village, school employees and teachers who work in the Village will need child care. Our Child Care Unit will provide convenient services for the professionals who will pay prevailing wage. Low income families will receive subsidies. It is also our intention to capture child care grants when available.

Small Business Loans and Credit Union - If it is legally possible, the Charter Village Co-Op will provide low-interest small business loans to its Villagers. It will also seek advice from the Empowerment Zone Community Bank regarding investment opportunities.

Timeline

OVERALL PROGRAM EVALUATION

Three groups will be responsible for the evaluation . General evaluation questions include:

1. Has reading literacy improved for Vaughn students and participating students from the Cluster?
2. Have expanded learning opportunities for participating students and adults made a difference in overall student achievement?
3. Has this comprehensive design made a positive impact on community health and wealth?
4. Has interschool collaboration improved?
5. Is the Charter School movement taking roots in our community?

1. Evaluation Committee - This is a 5-person Committee selected from the 5 Task Forces. It will conduct self-evaluation twice a year (January and June) by reviewing student test scores, enrollment and attendance logs, student literacy profiles and grades, results of interviews. This Committee analyzes data, affirms progress and makes recommendations for mid-course changes.

2. Contracted Independent Evaluation - An independent evaluation to be completed at the end of the second year, funded by Vaughn. The Independent Evaluator will engage in more process-oriented evaluation. It will interview individuals and groups, observe project activities over time, examine the developmental process of each big task and the merging of programs. It will attempt to see the big picture. Results will be utilized for continuous improvement or immediate changes. 3. Foundation-Funded Evaluation Studies - Vaughn's development in the past years has fascinated many Foundations who are interested in our struggles and successes. Many have funded major evaluations in the past; for instance, the Stuart Foundation funded a three-year evaluation of our school-linked services, RJR Nabisco Foundation has funded our school restructuring evaluation. As a school that pushes public school reform to its limits, we have always been chosen to participate in various publicly and privately-funded evaluation.

PROJECT MAINTENANCE AND IMPACT

BUDGET PLANNING AND PROJECT LONGEVITY

1. No money from this Project goes towards long-term personnel. It is strictly a start up grant.
2. This Grant will provide the Charter Village with library books, equipment, materials, stipends for trainers to train tutors, materials for Clusterwide workshops hosted three times each year.
3. All manpower to help kids will be recruited as much as possible from within the Village.
4. Profits from the Village Business Co-Op will be reinvested to maintain this Project, including the funding for the Coordinator only if this position is still needed.

5. We will take every opportunity to acquire other public and private funds that come along; for instance, Welfare to Work Initiative, Child Care Grants, Healthy Family, Mentoring, Teacher Training. Due to the comprehensiveness of our Project, we seem to fit every reform initiative.
6. Many of the Project activities are expansion of our current funded activities so we are not starting from scratch. In addition, we are integrating these activities under a workable model.
7. Agreements will be made with our sponsoring District that focus on mutual benefits and long-term commitment and collaboration between Vaughn, the Charter Village and LAUSD.

SYSTEMIC IMPACT

The formation of a Charter Village will fulfill our Charter vision. We will be a strong, viable organization that provides a full-service, comprehensive education program and serves as the hub for interschool collaboration, systemic changes, and wealthier and healthier community.

The Charter Village will serve new populations of students, families, community members and sponsoring District's constituents. In addition, the Charter Village will be a training site for a variety of educational and support programs in a non-threatening, and collaborative manner.

The Charter Village will answer to the call of the recently-passed legislation that expands the number of Charter Schools in California and permits parents to start Charter Schools. This Project will provide the forum and opportunities for the development of charter school ideas, implementation of charter school strategies, and the taste of charter school possibilities and success

On May 1, 1998, our sponsoring district, the Los Angeles Unified Schools District, stated that it needs 7 new schools in our community within the next 10 years. The Charter Village's future leaders may rise to the occasion in a self-help way and help LAUSD solve its overcrowding problems by starting new Charter Schools in our area. The Charter Village will grow!

We know that this is not just an out-of-the-box thinking, it is an out-of-the-world thinking. But it's do-able. It will take us more than the two-year grant cycle; but we are prepared for the long haul. Like the Little Engine That Could, Vaughn intends to pull the long train over the mountain! What we can dream about, we can do. **What's difficult, we'll do today; what's impossible will take us just a little longer!!**

YEAR 1	YEAR 2
TUTOR TRAINING	SENIOR MENTORS
EARLY PREVENTION	BUSINESS EXCHANGE
EXPAND HMWK, TUTORING	MOTHER READS
ADULT LITERACY	WEEKEND FAMILY READ-INS

YEAR 1	YEAR 2
SPORTS ILLUSTRATED	AMERICAN HISTORY
YOUNG AUTHORS	SCIENCE
ENRICHMENT CLUBS	MULTIMEDIA

YEAR 1	YEAR 2
HEALTH CENTER	NUTRITION CENTER
CASE MANAGEMENT EXPANSION	

YEAR 1	YEAR 2
PARENT CAREER LADDER	CROSS-DISCIPLINARY TRAINING
PARENT EDUCATION	EXCHANGE SERVICE BANK
PROF. DEV. ACADEMY	BLOCK PARENTS

YEAR 1	YEAR 2
BUSINESS CO-OP	CHILD CARE UNIT
TRANSITIONAL WORK	CREDIT UNION